Portland State University
Toulan School of Urban Studies and Planning

USP528 - Concepts of Community Development
Winter 2019
Wednesdays 1-3:40 pm, 220 Urban Center

Syllabus

Instructor: Marianne Ryder, PhD
Office Hours: Wednesdays, 4:00 – 5:00 PM and by Arrangement
Office: Urban Center, 350 URBN
Email: mryder@pdx.edu

Course Description

In this course we will explore the origins, history, models, and perspectives of community development over time. During this course we’ll introduce and explore the history, origins, and context of neighborhood-based community development. We’ll also introduce and examine some basic concepts, goals, and theories that inform the practice of community development, and become familiar with organizational and policy framework of community development practice. We’ll use the coursework and discussions to develop a foundation to help better understand and analyze current challenges and debates in the field.

Required Textbooks and Readings
There are no required textbooks for this class. Required readings will be available on D2L, on a shared class folder.

Course Requirements

We’ll explore the course topics through readings, discussions, lectures, films, and field-based research. Readings will be taken from the required texts and articles. Students are expected to come to class prepared to discuss the week’s reading assignments.

Students will also conduct field-based research on a topic relevant to community development theory and/or practice. You must submit a well-developed paper proposal by the fourth week of class and present your research findings at the end of the term. Please communicate with me if you have any questions or anticipate a problem with an assignment.

Assignments:

Reading Reflections:
For at least four of the weeks during the term, you will write a brief, 150 to 300-word reflection on the week’s readings and post it on the class D2L discussion board for that particular week prior to the class meeting time. I’m not looking for a summary of the key points from the reading, but rather for you to engage more deeply with the content. This may be your thoughts about ideas that were particularly striking to you, content that you disagreed with, or discussion of the relevance of the ideas or approaches to areas with which you are familiar.

Literature Review & Analysis Paper:
For this assignment, you will write a 3-5-page review that synthesizes, analyzes and responds to the ideas and arguments presented in the assigned readings for three of the first four weeks the course. You can choose readings that you plan to use as part of your field paper, or a different set of articles if you prefer.

Field Paper:
The field paper assignment provides an opportunity for you to conduct field research on community development in the region. You are free to select a concept, issue, organization, public agency, policy, or planning process in the Portland region that is related to community development. You are expected to collect data through both primary sources (that is, interviews with people, observations at meetings, photographs) and secondary sources (analyzing
Your field research must be informed by the relevant theoretical and/or empirical literature on the topic. I recommend that you discuss your topic with me before you finalize your proposal.

Course Evaluation & Expectations:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Value</th>
<th>Due Dates:</th>
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<tbody>
<tr>
<td>Field Paper Proposal</td>
<td>10%</td>
<td>January 30</td>
</tr>
<tr>
<td>Literature review/analysis paper</td>
<td>15%</td>
<td>February 13</td>
</tr>
<tr>
<td>Reading Reflections (4)</td>
<td>15%</td>
<td>TBA</td>
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<tr>
<td>Field Paper Presentation</td>
<td>20%</td>
<td>March 13 or March 20 (TBA)</td>
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<tr>
<td>Field Paper</td>
<td>30%</td>
<td>March 20</td>
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<tr>
<td>Class Participation</td>
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100%

In addition to the assignments listed above, class attendance and participation are part of the course evaluation. Class participation includes doing the reading, completing assignments, sharing your ideas and experiences, asking questions, and sharing materials relevant to class discussions (e.g., newspaper articles) via email or D2L. Your active engagement is critical to the learning environment. If you have to miss a class, please email me to let me know that you won’t be there.

Themes & Schedule

Week 1: January 9 - Introduction & Overview

Introductions & Course Overview

Setting the context: Building Hope (Produced by the Pratt Institute, New York, 1994).

http://prattcenter.net/cdc-oral-history-project

Week 2: January 16 - Community Disinvestment & Decline


Week 3: January 23 - A History of Community Development in the U.S.


O'Connor, Alice. Swimming Against the Tide: A Brief History of Federal Policy in Poor Communities. Chapter 2 in CDR. (DeFilippis and Susan Saegert, 2012).


Week 4: January 30 - Community Development Response –CDCs and CBOs


Week 5: February 6 - Building & Organizing Community: Approaches & Practices


Green, Gary Paul and Anna Haines. The Role of Assets in Community-Based Development (1-24); The Chapter 1 in Asset Building and Community Development, Green & Haines, California: Sage Publications, 2012.


Week 6: February 13 - Poverty, Housing, Neighborhood Change


Stone, Michael E. Social Housing. Chapter 8 in The Community Development Reader. (DeFilippis and Saegert, 2012).
Week 7: February 20 - Community Economic Development 1


Week 8: February 27 - Community Economic Development, & Accountable Development


Week 9: March 6 – Sustainability, Environmental Justice, & Community Development


Week 10: March 13 - Contemporary Challenges of Community Development & Field Paper Presentations

Week 11- March 20: Finals Week - Field Paper Presentations Field papers due by 5pm in 350 Urban Center